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Assessing wellbeing at school entry using the Strengths and Difficulties Questionnaire: professional perspectives

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Background: Emotional and behavioural disorders in early childhood are related to poorer academic attainment and school engagement, and difficulties already evident at the point of starting school can affect a child's later social and academic development. Successful transfer from pre-school settings to primary education is helped by communication between pre-school staff and primary school teachers. Typically, in Scotland, pre-school establishments prepare individual profiles of children before they start school around the age of five years, highlighting their strengths and development needs, for transfer to primary schools. There is, however, no consistent approach to the identification of potential social, emotional and behavioural problems. In 2010, in one local authority area in Scotland, the Strengths and Difficulties Questionnaire (SDQ) was introduced for children about to start school as a routine, structured, component of the transition process to help teachers plan support arrangements for classes and individual children. The SDQ assesses emotional, conduct, hyperactivity/ inattention and peer-relationship problems as well as pro-social behaviour. In order to be an effective means of communicating social and emotional functioning, the use of instruments such as the SDQ needs to be practicable. Finding out the views of pre-school education staff with experience of assessing children using the SDQ was, therefore, essential to establish its future utility.

Aim: The purpose of this study was to explore the views of pre-school education staff about assessing social and emotional wellbeing of children at school entry using the SDQ. The objectives were to examine the opinions of pre-school workers about completing the SDQ and to elicit their thoughts on the value of doing this and their perceptions of the usefulness of the information collected.

Method: Pre-school establishments were approached using a purposive sampling strategy in order to achieve a mix of local authority ($n=14$) and 'partnership' establishments ($n=8$) as well as different socio-economic areas. Semi-structured interviews ($n=25$) were conducted with pre-school head teachers ($n=14$) and child development officers ($n=11$) in order to explore the process of completing the SDQ along with perceptions of its value. The interviews were transcribed *verbatim* and analysed thematically.

Results: In general, staff in pre-school establishments viewed the use of the SDQ positively. It was seen as a chance to highlight the social and emotional development of children rather than just their academic or educational ability. Most felt that the SDQ had not identified anything they did not already know about a child. A minority, nevertheless, suggested that a previously unrecognised potential difficulty was brought to light, most commonly emotional problems. Completing the SDQ was felt to be relatively straightforward even though the staff felt under pressure from

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competing priorities. Concerns were, however, raised about the potential of labelling a child at an early stage of formal education.

Conclusion: The findings from this small scale study suggest that, from the point of view of pre-school education staff, it is feasible to assess children systematically for social and behavioural problems as part of the routine transition process at school entry.

Keywords: transition; pre-school; Strengths and Difficulties Questionnaire; staff perspectives

Introduction

Children's social, emotional and behavioural development is recognised widely as an important contributing factor to subsequent success at school (Bradshaw and Tipping 2010; Eivers, Brendgen, and Borge 2010; Scottish Government 2008). The shift from the learning environment of pre-school settings and home to formal education is a significant transition (Ahtola et al. 2011). Success in this process may depend on a child's capacity to adapt to a more structured classroom surrounding as well as their ability to behave in ways that conform to the expected norms of the class and school (Cassidy 2005; Eivers, Brendgen, and Borge 2010). Early identification of potential social and behavioural difficulties provides an opportunity to intervene when a child is young (Scottish Government 2008; Stone et al. 2010; Van Leeuwen et al. 2006) in order to minimise the possibility that problems will persist into later childhood and beyond (Van der Meer, Dixon, and Rose 2008).

Routine universal screening of children to identify those at risk of social and emotional difficulties has become increasingly common in recent years. In Canada and Australia, teachers complete the Early Development Instrument (EDI) when children are in their first year of formal schooling (five to six years). The EDI consists of 104 questions covering five areas of development: physical health and wellbeing, social competence, emotional maturity, language and cognitive development, and communication skills and general development (Hertzman and Williams 2009). In Scotland, the use of the EDI is currently being piloted in East Lothian (Scottish Collaboration for Public Health Research 2012). However, this assessment is used as a population needs assessment tool, rather than a way to communicate the strengths and problems of individual children at point of transition.

The use of standardised assessment instruments, however, has been criticised, particularly when used in the pre-school age group (Levitt et al. 2007). At this stage of development, apparent difficulties may be transient or situation dependent (Cassidy 2005). Hence, there is a danger that children may be 'labelled' unnecessarily (Levitt et al. 2007). Furthermore, while the use of structured tools may promote a standardised approach to communication, there are risks both that unnecessary work will be generated and that they may miss some important aspects of a child's development (Hertzman and Williams 2009). The efficacy of an instrument in accurately identifying children at risk of social and emotional difficulties needs to be considered alongside its effectiveness (Glover and Albers 2007; Levitt et al. 2007). Even if a screening tool is technically valid and reliable, it is unlikely to be helpful in identifying children at risk if it is not usable within the given setting (Glover and Albers 2007). The usability of specific screening instruments from the perspective of those who have responsibility for administering the tool appears to be a neglected area of research. This paper focuses on the views of pre-school education staff about the

introduction of a specific screening tool as part of the routine transition from pre-school to primary school.

Pre-school education plays an important role in providing children with the skills necessary for successful transition to school (Prior, Bavin, and Ong 2011; Whiteley, Smith, and Hutchison 2005). Moving from one educational setting to another may involve change in location, teacher and philosophy of the setting. Pre-school education is typically child-focussed with children being able to choose their activities and with whom they wish to interact. In contrast, primary education can be more teacher-centred with children expected to 'fit in' with the rules and regulations of the larger class (Cassidy 2005). Social, emotional and behavioural difficulties may inhibit children's ability to adapt to these changes at school entry (Cassidy 2005; Eivers, Brendgen, and Borge 2010). Difficulties with inattention, social interaction and emotional regulation at school entry are associated with poorer academic attainment in later years (Bradshaw and Tipping 2010; Hartas 2011; Prior, Bavin, and Ong 2011).

Successful transfer to primary education is helped by strategies that build strong connections between the pre-school establishment, primary school and home. Familiarity and continuity are thought to be important characteristics (Fabian and Dunlop 2007). Transitional activities may include co-ordinated visits to the prospective primary school by the child and the parents, as well as formal and informal communication between pre-school staff and primary school teachers (Margetts 2002). The implementation of a new curriculum in Scotland, known as 'Curriculum for Excellence', based on common principles for the education of children from the age of three years until they leave school between 16 and 18, is intended to provide continuity in learning. Moreover, it offers an opportunity to improve the transition process between pre-school and primary education (Scottish Government 2008).

Written communication, as part of the transition process, between pre-school establishments and primary schools nevertheless varies from area to area. Typically, in Scotland, pre-school education staff prepare individual profiles of children which highlight their strengths and development needs (Cassidy 2005). These transition records are transferred from the pre-school setting to primary schools at school entry. There is, however, no consistent approach to the identification of potential social, emotional and behaviour problems in this age group (Cassidy 2005; Whiteley, Smith, and Hutchison 2005).

Background to the research

This study was undertaken in Glasgow as part of a broader programme of activities aimed at supporting parents. Other aspects include a population-wide parenting programme, developmental screening at age 30 months and targeted support for individual families (see www.glasgow.ac.uk/psfevaluation). Glasgow is Scotland's largest city. It is home to just over 17% of Scotland's children (National Records of Scotland) and has a number of major health challenges with likely roots in early childhood (Glasgow Centre for Population Health 2007).

The school year runs from mid-August to late June with one intake into the first year of primary at the beginning of the school year. Children can start primary school in August if they turn five years of age before 1st March of the following year. As a consequence, it is possible for children who are aged five years and five months to be in the same class as children who are 11 months younger. In Glasgow, approximately 5500 children start primary school each year.

Before starting school most children attend a pre-school establishment from the age of about three years. The range of pre-school establishments includes play groups, nursery schools, nursery classes in primary schools and early years centres operated by the local authority, as well as those owned by the independent and voluntary sectors. The local authority commissions pre-school places for children from independent and voluntary sector 'partnership' establishments. In Glasgow, pre-school placements are provided by 115 local authority establishments and a further 87 operating in 'partnership'. Even though each child is entitled to attend a pre-school establishment from the age of three, attendance is not compulsory. It is estimated that in Glasgow 89% of eligible children have a registered place in a pre-school establishment in the year prior to starting school (National Statistics 2010).

The Strengths and Difficulties Questionnaire (SDQ) (Goodman 2001) has been introduced as part of the routine process of transition assessment for children about to start school. The SDQ is a brief screening questionnaire for emotional and behavioural problems (and resilience factors) designed for 3–16 year-olds. It comprises a 25-item questionnaire with five subscales: conduct problems, emotional symptoms, hyperactivity/inattention, peer relationship problems and pro-social behaviour. Each subscale has five questions. The twenty individual scores from the four 'problem' scales can be summed to give an overall measure of psychological vulnerability. There are two standard versions for use with 4–16 year-olds – one for completion by teachers, one by parents or carers. In addition, there is a slightly modified version that is intended for use with carers or teachers of children aged three to four years (Youth in Mind 2011).

Decisions to use the SDQ were guided by considerations of its efficacy to identify children at risk of difficulties. The psychometric properties of the SDQ have been examined in numerous studies in clinical and community populations (e.g. Goodman et al. 2003; Stone et al. 2010; Van Leeuwen et al. 2006). The specificity and sensitivity of the SDQ for the presence of social and emotional difficulties has been found to be good (Levitt et al. 2007). Over 70% of individuals with conduct, hyperactivity, depressive and some anxiety disorders can be identified using the SDQ (Goodman et al. 2000). Moreover, the SDQ includes questions about positive behaviours (pro-social) which is in keeping with the view that there should be emphasis on resilience factors rather than focusing merely on a child's deficits (Van Leeuwen et al. 2006). In addition, it was hoped that the potential burden on staff resources would be minimised by the relative brevity of the questionnaire (Glover and Albers 2007; Merrell 2010); completing the SDQ takes, on average, about five minutes for each child.

In the summer terms of 2010 and 2011, pre-school education staff in Glasgow City were asked by managers in Glasgow City Council education services, working in collaboration with researchers at the University of Glasgow, to complete the 4–16 year-old version for every child eligible to start school in the following August. Staff working in local authority establishments were able to complete the questionnaire on-line within education services' information management system (SEEMIS, see <http://www.seemis.gov.uk/site3/index/about-seemis>). Partnership establishments were asked to complete a paper version for each child and return the questionnaires to the local authority's education services for processing.

Study aim

The purpose of this study was to explore the views of pre-school education staff about assessing social and emotional wellbeing of children at school entry using the SDQ.

The objectives were to examine the opinions of pre-school workers about completing the SDQ and to elicit their thoughts on the value of doing this and their perceptions of the usefulness of the information collected.

Method

Twenty-two pre-school establishments across Glasgow were approached between March and May 2011, using a purposive sampling strategy, from a list of establishments provided by education services in order to achieve the inclusion of differing socio-economic areas as well as a mix of local authority ($n=14$) and 'partnership' establishments ($n=8$). Twenty-five interviews were conducted, by two researchers (JW and GC), with two broad groups of staff: pre-school head teachers (NHT, $n=14$), defined as those with managerial responsibility and without direct responsibility for a group of children, and child development officers (CDO, $n=11$), defined as those with direct responsibility for a group of children. The head teachers either had completed the SDQ forms for children in their establishment or had supported their staff to complete them. All the child development officers interviewed had completed SDQ forms for children in their care. In total, 21 members of staff took part in one-to-one interviews and four chose to be interviewed jointly in two group interviews. All interviews were recorded and transcribed *verbatim*. The interviews were semi-structured. An interview topic guide was used by the researchers in a flexible manner, allowing some areas to be discussed in greater depth, depending on the relevance for the participant. The topic guide included questions about the process of preparation for the completion of the SDQ, completing the SDQ, the perceived value of using the SDQ and the information obtained.

Data analysis

The transcribed interviews were imported into the qualitative data analysis program QSR NVivo 9. A thematic analysis was conducted by the principal researcher (JW), who carried out the majority of the fieldwork. Thematic analysis is an established method in qualitative research that identifies and reports patterns within the data (Braun and Clarke 2006). There are, however, no fixed rules (Robson 2002); indeed Tesch (1990) identified 26 different approaches. In this study, the approach was inductive, in that themes emerged from the reports of the participants. The method of analysis consisted of a number of phases starting with familiarisation with the data and finishing with the production of the final account. First, by reading and re-reading the transcripts, the researcher became familiar with the data. Next, initial codes were generated by systematically coding interesting features of the data. These codes were then collated into potential themes, which brought together all the data segments relevant to a particular theme. After this, the themes were reviewed for coherence and their representation of the data set. The process, however, was not linear. There was continual movement between the complete transcripts, coded data segments and the on-going analysis in order to review and re-define themes. In this way, a thematic framework was developed (Braun and Clarke 2006). The themes developed were discussed and reviewed with the other members of the research team. A subset of transcripts was coded by all members of the research team and compared, which allowed discussions about the utility of the thematic framework and to consider the links between themes.

Ethical considerations

This study was funded by a grant provided by the Early Years Division of the Scottish Government. Informed consent, which included permission to use the information collected, along with anonymous quotes, in research reports and publications, was obtained from participants prior to interview. Information about the study was sent to participants in advance. Personal details about each participant were kept confidentially. Any identifiable personal information in the audio-recordings was removed during transcription. Ethical approval was obtained from the local university research ethics committee (FM07509; 28 September 2010).

Findings

We identified four main themes. The first considers the viewpoint that the SDQ had acted as a vehicle to highlight a child's social and emotional development. A second theme expresses opinions about the SDQ form. The third theme explores the idea that interviewees felt a professional responsibility for the collected information. The last theme addresses interviewees' thoughts about being asked to complete the SDQ for children starting school.

Theme 1: SDQ as a vehicle to highlight emotional and social development

In general, the interviewees appeared to see the completion of the SDQ as an opportunity to highlight the emotional and social development of children to their parents and prospective primary school:

... it gives people a wee¹ bit more insight into this wee one, he could be a wee Einstein but ... no social skills. [NHT.09]

Making sure children were emotionally and socially ready for school was considered one of the roles of pre-school settings:

... that is the most important thing for a child, I mean some of the parents come in and say 'oh, he can read and he can write', and 'they know their colours', you know, 'I think he's ready for school', whereas we might say, 'no' ... he could be really clever but he's not ready socially and emotionally to go to school ... that is one of the first things that we like to make sure that the children are ready, socially and emotionally, or otherwise they wouldn't be able to carry on through school. [CDO.08]

Thinking about and completing the SDQ had appeared to have provided a focus for pre-school education staff in their discussions with parents about these aspects. There was, however, a widely held belief that completing the SDQ had not brought to light anything about individual children that was not already known:

... [the SDQ] just kinda gave the girls [the key workers] a chance to put down on paper what they already know about the children ... it didn't highlight anything that they didn't already know. [NHT.05]

Nevertheless, a minority of child development officers indicated that completing the SDQ had helped to draw attention to a previously unrecognised potential difficulty. One

head teacher suggested that completion of the SDQ had highlighted areas of children's emotional and social development she had not thought about previously:

... [*the SDQ*] probably brought a lot of children to light, d'you know, like ... 'often complaints of headache, stomach-ache or sickness' ... and you think, why do they often complain about not being well? ... [*so*] it also highlighted some wee children that maybe we had never actually thought about (*in this way*) before. [*NHT.04*]

Interviewees felt that the information from the SDQ could potentially provide primary school teachers with greater insight into the children when they started primary school. However, they were less certain that teachers would, in reality, pay much attention to the information provided. These doubts seemed to stem from an impression that the transition documentation routinely completed by pre-school establishments was not normally consulted by primary teachers:

I think that's always been the problem with some transition records, they have been sent and if teachers don't deem it to be of interest to them, or they don't think that's going to help them out in preparing their class ... they just don't read the information being sent. [*NHT.05*]

Theme 2: Perspectives of the SDQ form

Overall, interviewees felt that the SDQ form was relatively straightforward to complete. However, many interviewees raised concerns about the wording of some items within the SDQ. Two particular statements ('often lies or cheats' and 'steals from home, school or elsewhere') caused considerable unease:

I just didn't like the bit about lying and cheating and the stealing. [*NHT.12*]

In explaining their discomfort some interviewees referred to the example of children who took toys from the establishment home. However, this was not seen as 'stealing':

... if they're going to the toilet ... they'll just automatically put something in their pocket ... and then they forget ... and they go home ... we would never even think of a child stealing. [*NHT.13*]

Likewise, several of those interviewed said that children in this age group might not always tell the truth. Not telling the truth seemed to be seen as either a self-protection mechanism or a sign of an active imagination rather than 'lying'. Interviewees suggested that lying and stealing were intentional acts that, in the pre-school age group, children lacked the moral reasoning to understand:

I think that children at this age are still very much learning about right and wrong ... somebody stealing ... that's very much an intentional behaviour. [*NHT.11*]

Theme 3: Professional responsibility for the SDQ information

In general, the pre-school education staff we interviewed suggested that they had a professional responsibility for the SDQ information collected about children in their establishment:

I just feel that there's a responsibility ... that you have to get it right for that child.
[CDO.05]

Getting it right for an individual child was felt to be facilitated by staff's knowledge of 'normal' child development and their experience of working in pre-school settings.

A concern for professional responsibility seemed to be linked to fears among the pre-school education staff that the SDQ assessment might act as a 'label' which could influence a primary teacher's attitude and approach to an individual child:

... you were thinking, do you really want to send this [*the SDQ*] along and (*you're*) singling that child out straightaway, you know, so the teacher's like, 'oh we've got a wee fidgeting liar that's coming in here' ... so straight away I've labelled that child. [NHT.06]

Concern about professional integrity could explain why, in more than half of the establishments in this study, the SDQ had been completed as a collaborative exercise among staff – for example, in discussions between child development officers or dialogue between a pre-school head teacher and an individual child's key worker. In three of the establishments where the child development officers had been given the sole responsibility for completing the SDQ, their assessment was apparently verified by the head teacher before the information was transferred to the computer system.

Completing the SDQ in collaboration appeared to be one way that individual pre-school establishments had overcome the perceived subjective nature of the assessment:

... there is times when ... they [*the children*] are with a different member of staff they might act differently so it is good to do it [*the SDQ*] as a team. [CDO.08]

While staff were concerned that the way in which SDQ questions were answered might depend on who was completing the form, there was also a worry that having three possible answer categories meant there was room for individual interpretation:

... what I might think is 'not true', 'somewhat true' or 'certainly true' might be completely different to someone else. [NHT.08]

Furthermore, having only three categories to choose from was felt potentially to limit the individuality of each assessment:

... 'cause you had to think of them as individuals when you were filling them [*the SDQ*] out ... you could've done with more space for a wee bit of an explanation. [CDO.02]

Being able to add an explanation might have been one way to overcome the concern raised by one head teacher:

... there could be outside factors that impact on a child and their behaviour and where they are emotionally ... I can think of one wee one at the moment and her wee life had been turned upside down, I mean in the last six months she has changed from the girl I've known for the previous 18 months ... but that is only because of where she is at the moment, between two houses and mum and dad splitting up. [NHT.12]

Even though there was an overall feeling of a professional responsibility to identify individual needs for each child, there seemed to be an underlying concern about paren-

tal reactions to the assessment. Interviewees expressed anxiety about how parents might react both to the questionnaire and to the way staff responded to the questions about their child. This anxiety appeared to be related to concerns expressed by some of the interviewees in connection with the wording of the questionnaire. It is not known whether these fears influenced the completion of individual questionnaires.

Theme 4: Attitudes about being asked to complete the SDQ

In general, there was a feeling that completing the SDQ for each child was (yet) another piece of work that staff in pre-school establishments were being asked to complete. Many interviewees talked about how the request to complete the SDQ for each child starting primary school in August had added to their workload. The timing was also a concern for many. Unfortunately, technical difficulties had delayed the collection of the SDQ information until the last two months of the summer term:

... it was May/June that we completed it, which is a really busy time for nurseries² because you are doing transition records, and parents' meetings, and end of year events.
[NHT.01]

Three of the pre-school head teachers talked about significant staff shortages they had to manage. The welfare of the children was prioritised over completing paperwork and the SDQ could seem like additional administration. In half of the local authority settings, staffing issues were cited as one reason that the SDQ had been completed in paper format, rather than using the on-line form directly on the SEEMIS information system. In these establishments, an administration worker had been given the task of transferring the information from the paper form to the electronic one. It was felt that the paper questionnaire could be completed by a staff member whilst being present on the 'floor' with the children, rather than going into an office with computer access:

... in order for the staff to complete it [*the SDQ*] you need to take a staff member out of the playroom to do it ... our staff, they don't have non-contact time. [NHT.01]

Moreover, the paper format was felt to aid completion of the SDQ as a collaborative effort.

Discussion

To our knowledge, this is the first time, in Scotland, that the SDQ has been used by pre-school education staff systematically to assess children's social and emotional functioning at school entry. The qualitative methodology of this study meant that the views of pre-school education staff could be explored in a way that would not have been possible using other methods. Findings suggest that the SDQ was perceived as useable within the pre-school setting. In general, it was viewed positively. It was seen as a chance to highlight, to primary head teachers and class teachers, aspects of a child's development beyond purely cognitive abilities. Completing the SDQ was found to be relatively simple by people with a range of qualifications and experience, even though the pre-school establishments were under pressure from competing priorities. Nonetheless, there was a strong belief that the version of the SDQ form used, particularly the items about 'lying' and 'stealing', was inappropriate for pre-school children.

The perspectives of pre-school education staff in assessing children appear to be a neglected area of research. For example, there is no published information about how teachers view the completion of the EDI. Other studies tend to focus on views of 'good practice' at transition, of which written communication between pre-school establishments and primary schools is one element. In this study, interviewees welcomed the opportunity to highlight children's social and emotional development to primary teachers by completing the SDQ. This suggests that the SDQ had helped to fill a perceived gap. The view expressed by pre-school staff that primary teachers pay little attention to transition documentation is endorsed by research by Stephen and Cope (2003). In qualitative interviews with twenty Primary 1 teachers, only half made reference to the transition records they received from pre-school establishments. In another study by Cassidy (2005), teachers felt that written information could be misinterpreted and preferred to rely on their own personal observations. This suggests that developing effective written communication strategies to ease children's transition to school may be challenging. It is possible that the information from the SDQ could contribute to the process.

Implications

The findings of this study suggest that it is feasible to assess children's social and emotional functioning as part of the transition process at school entry using a structured instrument. Social and emotional difficulties evident in early years have important implications for successful learning (Eivers, Brendgen, and Borge 2010). Early identification may help primary teachers to plan more effectively for an individual child's needs. Furthermore, it is possible that head teachers could use the information as a basis to discuss requirements for additional support services such as those provided by psychological services. However, apparent difficulties identified by the SDQ in the pre-school setting may not be evident when a child enters primary school education. In this age group, social and behavioural difficulties may be short-lived or dependent on the environment of the pre-school setting (Cassidy 2005). The ways that the SDQ information is being used in primary schools and the perceived level of agreement between the SDQ information and primary school teachers' assessment of a child are areas for future enquiry.

In Glasgow, the information from the SDQ has been collected together on a population basis to highlight communities with high levels of identified social and emotional difficulties. It is possible that this may help the local authority to target resources more efficiently. As the information is being collected on a yearly basis, it could be used to evaluate, at an area level, the effectiveness of services developed to address identified need.

Study limitations

The findings of this study should be considered in light of the following limitations. Responsibility for the development of early years, child health and educational policies within the UK is devolved. Hence, services in Scotland are structured and provided in a different way from those in England, Wales or Northern Ireland. This study was limited to pre-school education staff working within one local authority area in the west of Scotland. It is possible that transition processes differed from other potential settings. This may affect the transferability of the findings.

This study relied on self-report. Participants may have given answers to the questions in ways that were perceived to be socially desirable to either their managers in education services or the research team (Robson 2002). In addition, most pre-school education staff were asked for their views about completing the SDQ in retrospect, which introduces the potential of recall difficulties. For many, nearly a year had passed since they had completed the SDQ. Indeed, a few had to be shown the questionnaire in order to remember it. Also, it is possible that during the time lapse experiences were re-interpreted.

The method used to recruit pre-school education staff may have compromised the dependability of the findings. Education services supplied the research team with a list of pre-school establishments that could be approached to take part in this study. It is therefore not possible to be certain that the views expressed by these workers are truly representative of those in all settings.

Conclusion

In this study, pre-school education staff welcomed the opportunity to assess children's social and emotional functioning formally using the SDQ. Even though there were some misgivings about particular items, using a structured instrument was felt to be relatively straightforward. This suggests that, from the perspective of pre-school education staff, it is feasible systematically to assess children for social, emotional and behavioural problems as part of the routine transition process at school entry. The values and beliefs of pre-school education staff as well as practical issues, such as the timing of completion, nevertheless need to be considered prior to implementation.

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Notes

1. Scottish word meaning 'small' or 'little'.
2. Pre-school establishment.

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